

THE REDBOOK

References to the roles of the Faculty Senate

Summary: Section 3.4.2. of The Redbook states: "There shall be a University of Louisville Faculty Senate, which shall be the official representative of the faculty of the University and which shall be responsible for eliciting and expressing the opinions, suggestions, and recommendations of the faculty on all matters of concern to the faculty as a whole.

The general roles and responsibilities granted to the Faculty Senate by Redbook are seen to be as follows. The Faculty Senate of the University of Louisville plays strong roles in three general areas: (1) university policy development and review, (2) oversight of the academic affairs of the university and (3): matters of faculty welfare and stewardship of intellectual freedom:

UNIVERSITY PLANNING AND POLICY	ACADEMIC AFFAIRS	FACULTY WELFARE AND INTELLECTUAL FREEDOM
<ul style="list-style-type: none"> receives initiatives from the University administration and makes recommendations on subsequent actions interacts with other governing bodies of the University – the University Congress, the Assembly of the Faculty, the Staff Senate and the Student Government Association elicits and expresses the opinions, suggestions, and recommendations of the faculty on all matters of concern to the faculty as a whole conducts a continuing review of University policies and documents affecting the faculty and shall make recommendations concerning these matters participates in population of committees, task forces and the like by recommendation of slates for election or administrative selection participates, by providing active members, in the work of policy advisory committees, especially committees dealing with academic programs review, research and scholarship, human resources and faculty welfare issues, planning and budgeting participates in revisions of Redbook Chapters 3 and 4 	<ul style="list-style-type: none"> designates consultative committees for participation in selection and appointment of academic vice presidents approves job descriptions for deans with extensive concurrent jurisdiction with other units in consultation with the President, works to resolve academic jurisdiction disputes in extreme cases, voices opinions concerning decisions of faculties of the academic units makes recommendations to the Board of Trustees concerning the establishment or termination of any degree-granting program prepares and adopts an annual statement reviewing the academic program of the University and other concerns of the faculty and making appropriate recommendations has jurisdiction over all matters involving the educational policies of the University where such power is not reserved for the unit faculties selects faculty members for the Student Grievance committee 	<ul style="list-style-type: none"> adopts <u>Minimum Guidelines</u> for unit policies regarding faculty tenure, promotion, periodic career reviews and salary increases reviews each proposed unit personnel document for confirmation that it is in accordance with The Redbook and the Minimum Guidelines participates in faculty grievance procedures, including selection of the Grievance Office, the Hearing Officers and in training the grievance committee participates in development of the University budget assuring congruence with strategic plan and responsiveness to constituency needs

UofL Administrative Structure:

Board of Trustees (20 total; with stdt, staff & faculty rep)

President (CEO) - Jim Ramsey

EVP/Provost (CAO) - Shirley Willihnganz

EVP - Health Affairs - Larry Cook

EVP - Research - Nancy Martin

VPs (7)

Deans (12 total; 4 at HSC)

Chairs (>100)

Financial:

Operating Budget > \$700 mil

State 185; G&C 170; Clin 170; Tuition 135; Athl 37

Endowment >\$600 mil

Federally-funded Research ~\$90 mil

Demographics:

Students -

All: >22,000 (~72% FT; 53% Female; ~2,500 A-A)

Graduate: ~5,000

Professional: ~2,000

Faculty (>2000 total; 1450 FT; 600 PT)

Staff (>3700 total; 3200 FT; 500 PT)

Shared Governance (SG) at UofL

Like an organic garden, SG requires constant tending.
The problem yrs until 1995
Change vs Progress
Turning the Queen Mary
Using a SWAT team
Proactive participation (HR, IT) vs reactive fallout
Communication, communication, communication, money, money, turf
Silos and the "One University" concept
Strengths and weaknesses of being faculty senate chair and faculty trustee

Faculty-Administration Collegiality and Shared Governance at UofL

A collegial, respectful and mutually beneficial relationship whereby the administration consults with the faculty during the development, evaluation and implementation of most planning and budgetary issues related to the academic mission of the university. The faculty must participate in a timely and efficient manner that always adds value while providing relevant expertise, historical and global perspectives. Shared governance is facilitated by honest and effective communication between stakeholders. The realities of money, time/effort and personality issues must always be considered.

Training and Mentoring Faculty Leadership (Recipe for Success?)

UofL FS organizational structure and modus operandi
It takes a minimum of 5-8 yrs in FS to gain the university level skills to become an officer.
We require senators to run for a cmte in yr 2 of 3-yr terms
Cmte chairs post a summary of responsibilities and mtg times prior to elections
Election ballots include brief biosketches of candidates + experience/interest
Cmtes include P&B, Academic Programs, Libraries, REDBOOK and XC
XC is the most imp't cmte and includes liaisons from each cmte
All FS work is handled by or mediated by XC including UofL P&B input
FS chair and XC play imp't roles in staffing univ cmtes with best reps and not necessarily FS
Provost has a liaison to XC and P&B
XC chair = FS VC
FS VC typically has served on XC and chaired at least one other cmte
FS VC/XC Chair now serves on Athletics Board to gain experience
FS chair and VC are elected annually for one yr and serve 2 terms
Try to have complementary officers from Belknap and HSC campuses
The immediate past FS chair serves two more yrs on XC, COSFL, Alum Assoc BoD++
FS chair and VC work to train and mentor potential FS leaders
The FS chair and VC meet monthly with Provost and her FS liaison prior to FS mtg
Provost appoints small ad hoc administrative/FS leadership cmtes to resolve probs
Provost and her FS liaison attend all FS mtgs
The Prez and Provost make monthly reports to FS and answer questions
The Prez and Provost have a quarterly working dinner with the XC
The Prez invites and introduces XC at football and b'ball games

Proactive participation and establishing credibility based on adding value is morale enhancing and a lot easier and more effective than any of the alternatives.

Faculty Roles in Shared Collegial Academic Governance at the University of Louisville -

TO BE USED IN DISCUSSION AT LUNCH MEETING SEPT 7, 2006

The University of Louisville is governed by a Board of Trustees. The Faculty Senate is the operational body that represents the faculty in University governance. Description of the Faculty Senate rights, responsibilities and processes is provided by REDBOOK. In addition, the Board of Trustees endorsed a position paper on Shared Collegial Academic Governance of the Coalition of Senate and Faculty Leadership for Higher Education on July 23, 2001. This statement calls for inclusion of members of the University community in planning and operation of the University, including a free and timely flow of information, the right to study proposed policies and make recommendations and that dissent from the majority or administration view be respected by all.

Position Paper on Shared Collegial Academic Governance

Endorsed by the Board of Trustees – University of Louisville July 23, 2001

A collegial system of academic governance adds value to higher education; and collegial governance both sustains and extends the missions of a college or university in teaching, research, and service to the institution and to the wider communities it engages.

Academic governance derives its authority from the institution's mission. It is rooted in the responsibility all members of the academic community bear in achieving the purposes of the college or university. The academic Community includes: students, faculty, staff, administrators, members of governing boards and alumni. A collegial system is based upon the participation of all stakeholders, each in his or her own way, in the discourse from which policy and practice are constructed.

Collegial governance is characterized by:

- the recognition of and respect for the many and varied roles that members of the academic community perform in a complex institution;
- the timely disclosure of information needed to participate meaningfully in the discourse that makes good policy and practice, wherever those conversations take place;
- the opportunity for members of the academic community to provide input before decisions are made; the principle of dissent.

In a diverse academic community, the participants will not and should not always be of one voice on matters of policy and practice. It is imperative that dissent from the majority view be respected by all involved.

As a practical matter, collegial governance is seldom exercised in the committee of the whole. Rather, the various authorities in a complex Institution speak through groups or offices: governing boards, administrative officers, students, faculty and staff and their representative bodies. Whatever an institution's structure, however, the spirit and practice of collegiality calls for either the election of these people or their appointment with the broadest possible consultation, representing diverse points of view. Moreover, the spirit and practice of collegial governance requires these people, once having been elected or appointed, to maintain their discourse with their institutional constituents. In a spirit of full and open disclosure there is little that should be excluded from community discourse. While, for example, it is the traditional responsibility of a collegiate faculty to establish admission and graduation requirements, to approve academic programs, or to approve changes to program curricula, that faculty best does so when it consults with the students, staff, and administrators. Additionally, the primary responsibilities of administrators can best be accomplished when they consult with other members of the academic community. Since academic institutions are primarily made up of people engaged in teaching and learning, scholarship, and service to the institution and the wider community, no realm is more sensitive to the spirit and practice of collegial discourse than the appointment and review of personnel.

Discussion questions for the Governor's Regents/Trustees Conference (Sept, 2002):

1. What is shared governance and how does it provide added value to university operations?
2. What is the role of faculty in the governance of a university and what are the issues reserved for faculty governance?
3. In addition to the faculty representative on governing boards, how and when should faculty be consulted before substantive governing decisions are made?
4. How does a university and board benefit from endorsing and practicing the principles of shared governance?
5. Where does faculty appointment, promotion, tenure, periodic career review, appointment and periodic review of administrative officers, curriculum, course content, grading, development of new academic programs, university policies, *strategic planning*, *budgetary priorities*, *fringe benefits* (e.g., *healthcare costs*, *retirement benefits*, *tuition remission*), academic freedom, etc., fit into the principles and practice of shared governance?

Questions for regents/trustees to take to their campuses:

1. What methods of communication are being employed by the board to improve my understanding of board, university and faculty activities?
2. Has the administration endorsed or explained the principles of shared governance to the board?
3. What mechanisms are employed to provide meaningful consultation and communication with (to and from) the faculty senate officers and/or faculty leadership on my campus?
4. In which areas are we practicing and mutually benefiting from the win:win, value-added principles of shared governance at my university?